

**Texas Education Agency  
Standard Application System (SAS)**

**2018–2019 Pathways in Technology Early College High School (P-TECH) and  
Industry Cluster Innovative Academies (ICIA) Planning**

<b>Program authority:</b>	GAA, Article III, Rider 67, 85 <sup>th</sup> Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III, Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	February 23, 2018, to June 15, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, January 9, 2018	Place date stamp here.
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
<b>Contact information:</b>	Heidi Flynn: <a href="mailto:PTECH@tea.texas.gov">PTECH@tea.texas.gov</a> ; (512) 463-9242	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Campus name/#	Amendment #
Brownsville ISD	031-901	Porter ECHS/002	
Vendor ID #	ESC Region #		
1746000418	One		
Mailing address		City	State      ZIP Code
1900 E. Price Rd., Suite 302		Brownsville	TX      78521

**Primary Contact**

First name	M.I.	Last name	Title
Roni Louise		Rentfro	DCSI
Telephone #	Email address		FAX #
956-547-3590	<a href="mailto:Roni.rentfro@bisd.us">Roni.rentfro@bisd.us</a>		956-714-6161

**Secondary Contact**

First name	M.I.	Last name	Title
Maria	E.	Solis	Principal
Telephone #	Email address		FAX #
956-548-7800	<a href="mailto:maesolis@bisd.us">maesolis@bisd.us</a>		956-714-6161

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
Esperanza		Zendejas	Superintendent of Schools
Telephone #	Email address		FAX #
956-548-0014	<a href="mailto:drezendejas@bisd.us">drezendejas@bisd.us</a>		956-548-8019

Signature (blue ink preferred)

Date signed

*Esperanza Zendejas*  
Only the legally responsible party may sign this application.

01/09/18

## Schedule #1—General Information

County-district number or vendor ID: 031-901-002

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – State Funds	See Important Note For Competitive Grants*	<input type="checkbox"/>
7	Payroll Costs (6100) – Federal Funds		<input type="checkbox"/>
8	Professional and Contracted Services (6200) –State Funds		<input type="checkbox"/>
8	Professional and Contracted Services (6200) – Federal Funds		<input type="checkbox"/>
9	Supplies and Materials (6300) –State Funds		<input type="checkbox"/>
9	Supplies and Materials (6300) –Federal Funds		<input type="checkbox"/>
10	Other Operating Costs (6400) –State Funds		<input type="checkbox"/>
10	Other Operating Costs (6400) – Federal Funds		<input type="checkbox"/>
11	Capital Outlay (6600) –State Funds		<input type="checkbox"/>
11	Capital Outlay (6600) –Federal Funds		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 031-901-002

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances requirements</u> .
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification requirements</u> .

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 031-901-002

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will work with the TEA chosen assistance provider as outlined in this RFA.

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## Schedule #5--Program Executive Summary

County-district number or vendor ID: 031-901-002

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate which grant you are applying for:

☐ P-TECH    ☐ ICIA    ☒ Both

**Advanced Technologies and Manufacturing at Porter ECHS**

Brownsville Independent School District (BISD), located at the southernmost point of the contiguous United States, serves over 45,500 students on 58 campuses. The district has six comprehensive early college high schools, a stand-alone early college high school (ECHS) and two alternative education high schools. District-wide demographics as of the latest PEIMS/TSDS data indicate we are 98.4% Hispanic and 95.6% low socio-economic. The district provides program support services for students with special needs. Currently 32.5% of district students receive services for second language learning (LEP), 66.8% receive At-Risk supports, and 11.2% of students are receiving Special Education services.

Brownsville ISD has implemented and sustained the ECHS designation for the last four years, with Porter being the last of the six comprehensive campuses to garner designation as an ECHS using the wall-to-wall model. Because of the well-established partnerships with Jobs for the Future, Educate Texas and several institutes of higher education, BISD is well-prepared to support a P-TECH/ICIA implementation using the school-within-a-school model. With the success that BISD has had with the implementing the ECHS model, we intend to **expand the academic and technical partnerships to include CTE opportunities in STEM-related programs by establishing an Advanced Technologies and Manufacturing "magnet" P-TECH/ICIA program at Porter Early College High School.**

The Brownsville Independent School District (BISD) has a strong CTE department, which has established a CTE Certification Center at Cummings. This certification center serves all comprehensive high schools as well as alternative campuses. At the national and state levels, CTE has evolved from the traditional, vocational course offerings to our current coherent sequence of courses that includes everything from welding to aerospace engineering. BISD CTE department offers 14 out of the 16 national career clusters. Within these clusters, the district offers 29 programs of study. Students have the opportunity to earn industry certifications. Students also participate in paid and unpaid internships and work-based learning experiences. With the success BISD has had with the ECHS model, we intend to expand the academic partnerships to include greater CTE opportunities in Advanced Technologies and Manufacturing in BISD. **The implementation of the P-TECH/ICIA model will support and enhance the opportunities available for BISD students. P-TECH/ICIA will allow the BISD CTE department to increase the number of partnerships with local IHEs and businesses. These partnerships will make students' education meaningful with continuous workforce experiences during their four to six years of high school.**

**Porter Early College High School currently serves 2,000 students in grades 9-12. The campus demographics indicate the student population is 99.8% Hispanic, 99.8% low socio-economic, 27.45% LEP, 78.55% At-Risk, and 12.65% Special Education. Porter ECHS offers many of the national clusters and programs of study but it currently does not offer all of classes that are key to pursuing the industry cluster of Advanced Technologies and Manufacturing. BISD has worked with the Workforce Solutions Cameron staff to analyze the Cameron County Work Force Commission Labor Market Survey. Review of the available information, looking at the workforce needs, and examining the facilities at the Porter ECHS has resulted in the decision to pursue a planning grant to create a program for Advanced Technologies and Manufacturing at Porter Early College High School.**

While few students district-wide currently express interest in this program area, the district has successfully expanded, other program areas which initially had low student interest (such as engineering) but strong local need. **The district will capitalize on prior efforts to encourage students from around the district to apply for the area identified as a need for Cameron County and South Texas based on current and projected job openings. Students will be recruited district-wide in 2018-2019 to enroll in this innovative initiative beginning the 2019-2020 school year.**

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 031-901-002

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The enrollment process will be to take all applicants up the projected capacity of 125 students. **If more students apply than the maximum capacity, the program will use a weighted lottery where students who are classified as At-Risk, low socio-economic, and/or minority will get additional chances in the drawing for participation in the cohort.** This is so more of the traditionally under-represented students (especially At-Risk) will be given the opportunity and encouragement to experience this type of rigorous academic and technical coursework with flexible schedules and additional supports.

Just like at the national and state levels, CTE in BISD has evolved from the traditional, vocational course offerings to our current coherent sequence of courses that includes everything from welding to aerospace engineering. The implementation of the P-TECH/ICIA model will support and enhance the opportunities available for BISD students. P-TECH/ICIA will allow the BISD CTE department to increase the number of partnerships with local IHEs and business partners. BISD currently offers statewide-articulated coursework for our students. We are working to identify possible courses for dual enrollment and curricula to support preparation for industry certifications and licenses. This partnership will increase opportunities to provide more pathways within this industry certification focus. All students will move through the same core sequence of courses, but depending on their strengths and needs, they may move through them at different rates or require some preparatory courses before enrolling in a more advanced course. Some students may accelerate through the program in as few as four years while others may take the entire five or six years to complete their degree and certifications.

Student schedules will be clearly outlined in a Personal Graduation Plan (PGP). All PGPs will be reviewed and updated to reflect the unique needs of the individual, allowing for greater flexibility in student scheduling. **Students will graduate with a high school diploma, licensure/certification, and a no cost, two-year associate academic or technical degree.** The program will follow the TEA Student Attendance Accounting Handbook for attendance and course completion. This will allow students to benefit from the Foundation School Program in proportion to the time spent while still fulfilling the work-based program requirements.

**In addition to extending college-level coursework into what has conventionally been the high school years, the school day and year will also be extended beyond the traditional schedule to include more individual support for students. BISD will collaborate with higher education and industry partners including NextDecade LNG and Texas Southmost College to ensure the program includes up-to-date curricula that is academically rigorous and aligned to current workforce trends.** The program of study will include academic mentoring, workplace visits, apprenticeships, and skills instruction. We will develop summer internships (2-4 weeks duration) and ensure students have the opportunity for priority for interviews for appropriate job openings with the program's industry partners.

**Key areas for consideration during the planning year will be 1) any additional staffing to implement the P-TECH/ICIA curriculum; 2) instructional support services ranging from teacher and leadership professional development through curricular planning and coordination; 3) establishing extended day/week/year support programs and course offerings; 4) general and specific student support services, such as counseling, tutoring, and career exploration; 5) reviewing and revising MOUs for academic and technical courses with TSC and other higher education partners; and 6) revising current business and industry partnerships as well as expanding partnerships to include the new businesses coming to our region.**

During the planning year for P-TECH/ICIA, the Leadership Team will outline a comprehensive implementation plan, solidify partnerships, begin marketing/promoting the Advanced Technologies and Manufacturing program to students and the community, and physically prepare for the Porter ECHS to transition to either the P-TECH or ICIA model. In addition, the district and campus will be collecting appropriate baseline data to be used to monitor program progress and include all required data related to the program performance measures. **We look forward to using the technical assistance and funding from this grant to improve opportunities for our students and community.**

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## Schedule #6—Program Budget Summary

County-district number or vendor ID: 031-901-002

Program authority: GAA, Article III, Rider 67, 85<sup>th</sup> Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III, Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)

Amendment # (for amendments only):

Grant period: February 23, 2018, to June 15, 2019

Fund code: 429 (State), 289 (Federal)

## Budget Summary

Schedule #	Title	Class/ Object Code	State Funds (50%)			Federal Funds (50%)		
			Program Cost	Admin Cost	Total Budgeted Cost	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$13156	\$-0-	\$13156	\$-0-	\$-0-	\$-0-
Schedule #8	Professional and Contracted Services (6200)	6200	\$-0-	\$-0-	\$-0-	\$11200	\$-0-	\$11200
Schedule #9	Supplies and Materials (6300)	6300	\$6444	\$-0-	\$6444	\$-0-	\$-0-	\$-0-
Schedule #10	Other Operating Costs (6400)	6400	\$5400	\$-0-	\$5400	\$-0-	\$-0-	\$-0-
Schedule #11	Capital Outlay (6600)	6600	\$-0-	\$-0-	\$-0-	\$13800	\$-0-	\$13800
Total direct costs:			\$25000	\$-0-	\$25000	\$25000	\$-0-	\$25000
Percentage% indirect costs (see note):			N/A	\$-0-	\$	N/A	\$-0-	N/A
Grand total of budgeted costs (add all entries in each column):			\$25000	\$-0-	\$25000	\$25000	\$-0-	\$25000

## Administrative Cost Calculation

Enter the total grant amount requested:	\$25000	\$25000
Percentage limit on administrative costs established for the program (10%):	x .10	x .10
Multiply and round down to the nearest whole dollar. Enter the result.	\$2500	\$2500
This is the maximum amount allowable for administrative costs, including indirect costs:		

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the boxes with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100) – State Funds					
County-district number or vendor ID: 031-901-002			Amendment # (for amendments only):		
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted (State Funds)
<b>Academic/Instructional</b>					
1	Teacher		\$-0-	\$-0-	\$-0-
2	Educational aide		\$-0-	\$-0-	\$-0-
3	Tutor		\$-0-	\$-0-	\$-0-
<b>Program Management and Administration</b>					
4	Project director		\$-0-	\$-0-	\$-0-
5	Project coordinator		\$-0-	\$-0-	\$-0-
6	Teacher facilitator		\$-0-	\$-0-	\$-0-
7	Teacher supervisor		\$-0-	\$-0-	\$-0-
8	Secretary/administrative assistant		\$-0-	\$-0-	\$-0-
9	Data entry clerk		\$-0-	\$-0-	\$-0-
10	Grant accountant/bookkeeper		\$-0-	\$-0-	\$-0-
11	Evaluator/evaluation specialist		\$-0-	\$-0-	\$-0-
<b>Auxiliary</b>					
12	Counselor		\$-0-	\$-0-	\$-0-
13	Social worker		\$-0-	\$-0-	\$-0-
14	Community liaison/parent coordinator		\$-0-	\$-0-	\$-0-
<b>Other Employee Positions</b>					
15	Title		\$-0-	\$-0-	\$-0-
16	Title		\$-0-	\$-0-	\$-0-
17	Title		\$-0-	\$-0-	\$-0-
18	Subtotal employee costs:				\$-0-
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
19	6112	Substitute pay			\$1440
20	6119	Professional staff extra-duty pay			\$10000
21	6121	Support staff extra-duty pay			\$-0-
22	6140	Employee benefits			\$1716
23	61XX	Tuition remission (IHEs only)			\$-0-
24	Subtotal substitute, extra-duty, benefits costs				\$13156
25	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>				<b>\$13156</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #7—Payroll Costs (6100) -Federal Funds			
County-district number or vendor ID: 031-901-002		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted (Federal Funds)
<b>Program Management and Administration</b>			
1 Project director	\$-0-	\$-0-	\$-0-
2 Project coordinator	\$-0-	\$-0-	\$-0-
3 Support Staff directly working on the program	\$-0-	\$-0-	\$-0-
<b>Other Employee Positions</b>			
4 Title	\$-0-	\$-0-	\$-0-
5 Title	\$-0-	\$-0-	\$-0-
6 Title	\$-0-	\$-0-	\$-0-
7	<b>Grand total:</b>		\$-0-

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Schedule #8—Professional and Contracted Services (6200) – State Funds		
County-district number or vendor ID: 031-901-002		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted (State Funds)
6269	Rental or lease of buildings, space in buildings, or land	\$-0-
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
b. Subtotal of professional and contracted services:		\$-0-
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$-0-
(Sum of lines a, b, and c) Grand total		\$-0-

Schedule #8—Professional and Contracted Services (6200) – Federal Funds		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted (Federal Funds)
6269	Rental or lease of buildings, space in buildings, or land	\$-0-
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$-0-
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	TSC course development for Advanced Technologies and Manufacturing	\$8000
2		\$
3		\$
4		\$
5		\$
6		\$
b. Subtotal of professional and contracted services:		\$8000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$3200
(Sum of lines a, b, and c) Grand total		\$11200

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300) – State Funds		
County-District Number or Vendor ID: 031-901-002		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted (State Funds)
6300	Total supplies and materials that do not require specific approval:	\$6444
Grand total:		\$6444

Schedule #9—Supplies and Materials (6300) –Federal Funds		
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted (Federal Funds)
63XX	Technology not capitalized	\$-0-
	Specify purpose:	
Subtotal supplies and materials requiring specific approval:		\$-0-
6300	Total <b>non-consumable</b> supplies and materials that do not require specific approval:	\$-0-
Grand total:		\$-0-

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400) – State Funds		
County-District Number or Vendor ID: 031-901-002		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted (State Funds)
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$-0-
6413	Stipends for non-employees other than those included in 6419	\$-0-
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$-0-
Subtotal other operating costs requiring specific approval:		\$-0-
Remaining 6400—Other operating costs that do not require specific approval:		\$5400
Grand total:		\$5400

Schedule #10—Other Operating Costs (6400) – Federal Funds		
Expense Item Description		Grant Amount Budgeted (Federal Funds)
6413	Stipends for non-employees other than those included in 6419	\$-0-
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$-0-
Subtotal other operating costs requiring specific approval:		\$-0-
Remaining 6400—Other operating costs that do not require specific approval:		\$-0-
Grand total:		\$-0-

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600) – State Funds				
County-District Number or Vendor ID: 031-901-002			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (State Funds)
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$14000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600) – Federal Funds				
County-District Number or Vendor ID: 031-901-002			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (Federal Funds)
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19	Horizontal Band saw	1	\$8000	\$8000
20	Lathe	1	\$5800	\$5800
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>Grand total:</b>				<b>\$13800</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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## Schedule #13—Needs Assessment

County-district number or vendor ID: 031-901-002

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Why the focus on Advanced Technologies and Manufacturing for Porter ECHS?**

The following data sources were reviewed to identify and prioritize needs: district and campus demographics; campus facilities and equipment; campus and district faculty and leadership capacity and competencies; Work Force Commission Labor Market Survey for Cameron County and Rio Grande Valley; 2017 Kudor campus surveys for 8<sup>th</sup> grade showed 18 interested in manufacturing, 595 for health-related careers, 609 for education careers, 506 for human services 506, and 106 for law-related careers; CTE Pathway enrollment reports for this Fall indicated the following student counts: 768 in health science courses, 875 in law enforcement, 492 in business and 216 in engineering; Texas Southmost College facilities, associate degree programs of study, and dual/articulated course agreements; and information from business and industry partners.

**Based on information from the Workforce Solutions Cameron (WSC) reports and feedback from local area businesses, there is a small but growing need for students prepared to enter jobs related to Advanced Technologies and Manufacturing, but few students are opting to pursue job opportunities in this program area.** The district is pursuing this planning grant to expand opportunities for students at Porter ECHS by transitioning into a P-TECH/ICIA campus. The district and campus recognize the need to conduct strong career awareness presentations and recruiting efforts to target students (including at-risk, minority, low SES, and/or other under-represented populations) to be interested in pursuing this pathway as it was successful method to generate interest in engineering and other pathways in the past. County and Regional data is a driving force behind this because a majority of district students remain in the area after graduation from high school and local higher education institutions.

The P-TECH/ICIA Leadership Planning Team consulted various key individuals in the district and at the higher education programs in the area and as well as currently available business and industry partners. **The team next analyzed the current capacity of the campuses and programs to offer or expand programs of study to meet projected labor market needs over the next five years and the capacity for the district and higher education partners to meet the needs in that time frame.** The district has significant programs supporting STEM areas for medical, human services, and law enforcement at all comprehensive early college high schools; however, **due to the smaller but high demand for students in the area of Advanced Technologies and Manufacturing, the team determined, unlike other programs offered in the district, there is not a need to offer Advanced Technologies and Manufacturing at every comprehensive high school.** The district could prepare to meet the growing demand by establishing a program at one high school, which could draw interested students from around the district.

The district will use the planning year, supported by this grant and the technical services provider, to ensure a strong and effective startup. The district realizes part of the planning year must include a strong marketing and recruitment plan to inform the students and community of the need for enrollment and successful completion of this program. **The BISD Board of Trustees has included the establishment of P-TECH campuses as a priority under the district curriculum goal and voted to approve the pursuit of the P-TECH/ICIA programs at the December 12, 2017 meeting.** TSC and the district have the capacity and some of the staffing needed to establish this program; however, several areas will need to be addressed to completely offer the full pathway through graduation within the five or six-year timeline. As part of the planning year, the partnership will need to modify some course offerings and sequences to better support student success. Because the district is an Early College district with all high schools currently designated as such, the current MOUs will only need minor modifications to fully support the students' ability to earn their high school diploma, an associate degree, and a certificate/license. In reviewing campus and facilities information, **Porter ECHS has the basic infrastructure in place, and space is available to expand into a full program in the areas of Advanced Technologies and Manufacturing.**

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 031-901-002

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	BISD needs additional opportunities and program flexibility for our students who need additional time and support (especially the LEP, At-Risk, and Special Education students) to be able to graduate in up to six years with a diploma, associate degree, and licensure/certification and workforce experience.	P-TECH/ICIA programs are designed to allow students more time with more supports to attain not only a high school diploma and licenses or certifications but to also attain an associate degree (not just college coursework) while also being able to participate in work-based experiences not possible in a four-year program. (Program goal 2)
2.	BISD needs to address the current gap between academic and technical college course opportunities for students to attain an associate degree (AA or AAS) and certifications/ licenses that the current district ECHS program does not readily facilitate.	This program support students not only attaining a high school diploma but also licenses/certifications and associate degrees that will enable students to pursue careers and higher paying jobs in this program area. (Program goal 1)
3.	Advanced Technologies and Manufacturing in South Texas has a growing need for employees at the local, regional and state levels. New industries include Liquefied Natural Gas (LNG), SpaceX, and SATA, as well as established businesses including Carling Technologies, the Port of Brownsville, Amfels, and United Launch Alliance.	This grant program would provide a pipeline of highly able students to be able to fill the positions needed for Texas employers (Program goals 2 and 5).
4.	High poverty levels determine a need for better wages for our families and community. BISD's students are 96% low socio-economic. Brownsville is one of the poorest cities in one of the poorest counties in the United States. Over 90% of this border region population is Hispanic and other minorities.	This population matches the goal and is slowly progressing in family incomes but too many are still living below the poverty levels. (Program goal 4)
5.	South Texas/Brownsville has the lowest percentage of advanced degrees for the 25-30 year olds and a very low percentage of industry certifications.	Supporting students to not only attain a high school diploma but also an associate degree will enable students to pursue careers as well as advanced college degrees. (Program goal 3)

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 031-901-002

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Student Performance /Campus and District collect, analyze and report	1.	Increased in STAAR EOC data and TSI passing rates
		2.	Increased in CTE students in pathways and licensures earned
		3.	Increased in college courses and credits earned for an AA/AAS
2.	Marketing, recruitment, enrollment, retention and completion of students	1.	Increased community/parental awareness of the P-TECH/ICIA benefits
		2.	Increased enrollment and retention of underrepresented populations
		3.	Increased student graduation rates with all program components
3.	Audit campus facilities and equipment / Campus and District depts. assess	1.	CTE and other dual enrollment labs maintained/certified
		2.	Equipment tested/updated/replaced as needed to meet standards
		3.	Teachers/Adjuncts curriculum and classroom audits
4.	Leadership team meeting documentation of sessions and resolution of challenges	1.	Maintained documentation of open and on-going communication
		2.	Meet/updated/increased courses and programs of study
		3.	Revised MOUs and agreements to address any challenges
5.	Monitor Business Partner agreements and activities for work-based opportunities	1.	Expanded business partnership agreements and activity opportunities
		2.	Expanded work-based experiences for students at all grade levels
		3.	Expanded number of students receiving job interviews and/or jobs

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Texas Success Initiative (TSI) testing data will be collected by the BISD Assessment Department and provided to the P-TECH/ICIA Leadership Team for analysis to use in identifying any challenges that need to be addressed. All middle and high schools are TSI testing centers. BISD will also use the STAAR/EOC reports for the middle and high schools to monitor progress and to analyze trends in student achievement. Business and IHE partners, campus and district administration, teachers, and curriculum specialists will disaggregate data to adjust or amend the curriculum and activities to ensure meeting the program performance measure milestones and goals.

BISD and TSC will work collaboratively to establish a process to ensure continued alignment of the needed courses for the P-TECH/ICIA programs of study. TSC and BISD will monitor recruitment and retention activities for highly effective and certified instructors, so both institutions continue to increase capacity in course offerings leading to an Associate of Arts (AA) or an Associate of Applied Science (AAS) degrees. In addition, an aggressive campaign will be initiated to educate and make students, parents and the community aware of the benefits and long range goals of the P-TECH/ICIA programs that allow students to earn the four critical components: a certificate/licensure, work-based learning experiences, high school diploma, and an AA or AAS degree.

BISD and its partners will collect and analyze data to ensure the targeted student population is being reached with recruitment activities through marketing including bilingual parent/community meetings and conferences. Enrollment and retention data will be monitored to ensure the targeted populations match district demographics. The district and partners will monitor the graduation rates of students attaining all four program indicators through CPOs and counselors.

The district CTE Department will conduct initial and periodic audits to monitor the availability of appropriate settings/labs, equipment, and materials. The district will monitor the Kudor assessment data and the pathway enrollment reports to monitor the specific pathways. The district and partnering organizations will commit the needed funds, equipment, and personnel to ensure the P-TECH/ICIA program will be effectively implemented. Much of this monitoring will occur during the Leadership Team meetings including the review of programs of study, MOUs and related agreements.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 031-901-002

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the proposed P-TECH or ICIA school structure and how the program will establish a recruitment and enrollment process that will meet the open-enrollment requirements of this grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Beginning in 2019-2020, the school structure for the Porter ECHS is expected to be a school-within-a-school offering the opportunity for students from all of the Brownsville ISD service area to apply to the P-TECH/ICIA program. Using the current ECHS staffing and structure as a basis, the campus will have a dedicated Director who is an assistant principal specifically in charge of the program teachers and students in the cohort.

The district level P-TECH/ICIA Leadership Planning Team, described in TEA Program Requirement 1, will be a critical component in supporting the implementation of this program at Porter ECHS. Much of what has been learned in the implementation of the ECHS model will be transferred to this oversight group as well. The Area Assistant Superintendent for the campus, the program area administrators needed for funding and programmatic supports, and the BISD Curriculum Department staff will all work closely with the campus to provide guidance and support for the planning and implementation of this program.

The campus P-TECH/ICIA Leadership Team (CLT) will also be expected to meet monthly to review progress and monitor the implementation. The expected composition of the campus leadership team is to include at least one representative from key membership categories of the district team, the campus principal, the campus program director, the CTE Career Placement Officer, Dean of Instruction, campus testing coordinator, and CTE department chairs in the program area. This P-TECH/ICIA CLT will be deeply involved in the defining of the scope and sequence of students' coursework, scheduling, academic and social/emotional supports, defining needed professional development, creating budget proposals, and recruiting students for the program.

The district will begin recruitment in 7<sup>th</sup> grade using the middle school College and Career Readiness course, so students can begin high school courses in 8<sup>th</sup> grade. The district may begin to administer the Kudor Interest Inventory in grade 7 to help identify a pool of students who may be interested in the P-TECH/ICIA pathways that will be offered at district ECHS campuses. Students in the middle school Concepts of Engineering Technology course will be given the opportunity to visit district high schools to see the course offerings and learn about the programs from students pursuing the pathways. High school students, along with staff (Career Placement Officers and pathway instructors) in these pathways, will visit each middle school to help recruit students for the program during the 2018-2019 school year so students will be ready to enter the programs in Fall 2019.

The campus and district will target all under-represented populations through presentations at all middle schools as well as presentations and promotions in English and Spanish for parents and community members. The district plans on using TV spots, newspaper ads, and other media resources to help share the information with historically under-represented students and their families, especially At-Risk students. Students and parents will need to understand the opportunities provided for students to not only graduate with a high school diploma, but also earn a full associate degree even if it may take them six years instead of four years of high school.

Enrollment in the P-TECH school within a school will be open to any students in the BISD service area. If the campus receives more than 125 applicants for the cohort, students will be selected via a weighted lottery. The proposed weighting would give students an additional lottery "ticket" for each of the following criteria they meet: minority, low socio-economic, and/or At-risk using state criteria. The district will support curriculum transfers for students who are not zoned for this high school, and all students district-wide will be eligible to apply to become a member of the cohort.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031-901-002

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe how you will provide for a program/course of study that enables a participating student to combine high school courses and postsecondary courses. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BISD is an Early College High School (ECHS) district that partners with Texas Southmost College (TSC), The University of Texas Rio Grande Valley (UTRGV), and Texas A & M Kingsville (TAMUK) to offer students the opportunity to earn up to 60 college credit hours or Associate degrees (AA/AAS). This ECHS foundation and established course alignment will provide a template to transition to the P-TECH/ICIA model.

In the 8<sup>th</sup> grade, students are able to earn high school credit for Algebra I and meet their Language other than English (LOTE) high school requirements that allows for additional flexibility in scheduling and completing more post-secondary credits during high school. In addition, students in grade 8 participate in TSI tutorials using APEX software in preparation for taking the TSI Reading, Writing and Math tests. Each ECHS already offers TSI tutorials during the school year and during summer bridge programs prior to entering grade 9. All middle school and ECHS campuses are TSI testing centers which provide multiple and continuous opportunities for students to take and retake the TSI at no cost to the student.

In collaboration with TSC, our main P-TECH/ICIA higher education partner, a crosswalk will be developed to meet both the high school graduation requirements and the IHE's program of study for the Advanced Technologies and Manufacturing program. BISD and the IHE will provide summer IHE opportunities for college course requirement completion. Students will have the option to complete all course requirements, certifications, and an associate degree by selecting the flexible personal graduation plan designed to meet the academic needs of the student to have the opportunity to graduate before their sixth anniversary. Students will be scheduled for at least a half-day at the high school to allow attendance at the IHE campus to enroll and complete program of study courses specific to the Associate degree requirements and Foundation School Program requirements.

**Statutory Requirement 3:** Describe how you will allow participating students to complete high school and receive the required diplomas, certifications and work-based education experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BISD course listings will allow students to follow a specific coherent sequence of courses that lead to licensure and/or an industry standard certification, high school diploma and an Associate degree (AA/AAS). Upon entry to high school, students will select a graduation plan which will allow them to graduate within five or six years with all of the P-TECH/ICIA program requirements. Student graduation plans will show an alignment between high school and college coursework. Industry certifications and/or licensure requirements will be embedded within their Advanced Technologies and Manufacturing coursework.

Industry and workforce partnerships will provide the work-based education experiences at every grade level. These experiences include but are not limited to guest speakers, lecture series, panelist presentations, field trips, job shadowing, paid/unpaid internships, mentorships, mock job interviews, soft skills training, and other industry relevant training. For example, 9<sup>th</sup> grade students will take an introductory course in their CTE program of study, participate in field trips, attend guest speakers/lecture series presentations, and participate in career and technology student organization (CTSO) competitions/leadership events. In 10<sup>th</sup> grade, students will enroll in the second level CTE program of study course, partake in multiple on-site industry visits, continue to attend guest speaker/lecture series and participate in CTSOs. In the third year of the program, students will begin the job shadowing and industry rotations to explore work-based visits at different sites within the associate degree program of study while refining interview skills and soft skills. Students in their fourth to sixth years will enroll in the practicum course(s) that include internship and continued job shadowing experiences. Students will continue to take their high school required coursework for at least a half-day and report to the job sites for remainder of the school day. Students, who do not complete the P-TECH/ICIA graduation requirements within four years, will continue their coursework, industry certification training and associate degree requirements as a 5<sup>th</sup> or 6<sup>th</sup> year high school student.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031-901-002

Amendment # (for amendments only):

**Statutory Requirement 4:** Describe how you will provide students with flexible class scheduling and academic mentoring. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students will have access to multiple human capital resources to guide them in their journey toward meeting the requirements dictated by the P-TECH/ICIA model. Beginning in middle school, students will work with their 8th grade counselor in conjunction with the high school transitional counselor for TSI testing, the Apply Texas Application, and in scheduling their initial academic, dual, and CTE courses.

Utilizing the high school Career Placement Officers (CPO) who specialize in CTE areas, another layer of help is available to monitor student progress as they complete these initial activities. Once at the P-TECH/ICIA high school, the transitional counselor, the CPO, and the appropriate academic counselor will all work together to ensure student progress. In addition, the P-TECH/ICIA high school will have an At-Risk counselor, who specializes in working with students who begin to struggle or meet the state At-Risk criteria. Academic advisors from the district's higher education partner will augment all of the previously mentioned aid for an additional tier of student support.

The district, working with its higher education partners, will design flexible scheduling that will meet the needs of the program as well as provide students with multiple options. This will include courses taken during the school day, after regular school hours, and on Saturdays. Summer classes will also be available. As students move into career cluster specific courses that may require even more flexibility, the offering may include various locales for classes, length of the courses, and number of times a week the course meets. Finally, the district will work with its business partners to develop and offer internships and mentoring opportunities for all participating students which meet the time demands for the program as well as the needs of the student.

**Statutory Requirement 5:** Describe how you will provide the program at no cost to students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Brownsville Independent School District (BISD) already has the early college high school model in place at each of its 6 comprehensive high schools. As part of the district's MOU with TSC, these dual enrollment academic courses and all costs associated with being a part of the program are free to students. This includes free tuition, free textbooks, and free transportation, if needed.

In addition, TSI testing is available for all BISD students beginning in the 8<sup>th</sup> grade (all district middle and high schools are TSI testing sites) and is free. In order to ensure student TSI success, the district has purchased a preparation program, APEX. Since the program is diagnostic in nature, when students take a pretest, it customizes reviews and practice based on individual needs as determined by performance on assessments. Again, this program is available to all BISD students beginning in 8<sup>th</sup> grade. The district will continue to work with its IHE partners to guarantee these costs remain free to participating students.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031-901-002

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe possible institutions of higher education partners and how you will develop and maintain the partnership(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BISD has already entered into on-going MOUs with Texas Southmost College (TSC), the University of Texas Rio Grande Valley (UTRGV), and Texas A & M Kingsville (TAMUK) for academic dual enrollment courses. These partnerships will remain in place. The MOU with TSC will expand as the district moves forward in implementing the requirements for the P-TECH/ICIA program for Advanced Technologies and Manufacturing.

TSC and BISD's working relationship has been forged through the support of the implementation of the ECHS designations. The district ECHS Cabinet monthly meetings involve all stakeholders who work together to provide the access to dual enrollment courses needed and oversee the implementation of the model. Similarly, a P-TECH/ICIA Leadership Team at the district level and campus steering committees will guide the P-TECH/ICIA program. As the Leadership Team and the campus steering committees recognize areas of need, smaller subcommittees composed of partner experts will be formed to address each issue, devise a resolution, and report to the P-TECH/ICIA Leadership Team for revising plans and agreements to improve the implementation.

The combined oversight of the Leadership Team, Campus Steering Committee and needed subcommittees along with other stakeholders will help guarantee the execution of a viable, flexible, and sustainable P-TECH/ICIA program.

**Statutory Requirement 7:** Describe possible business partnerships that the school will establish, list the types of businesses, proposed work-based education for students and describe how you will develop and maintain the partnership(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Career and Technical Education (CTE) in the Brownsville Independent School District has long-standing business relationships and partnerships with businesses and industries in our community. As per federal guidelines, the CTE department must have active advisory board meetings a minimum of twice yearly. These advisory board members currently assist with curriculum review, program recommendations and provide on-site experiential learning for our students.

Existing relationships with our industry partners will continue to be developed, and new ones will be explored, so the areas of advanced technologies and construction may offer their expertise to our CTE programs in these areas. Businesses and organizations, including Workforce Solutions Cameron, and RGV LEAD are already part of our manufacturing advisory board. This board will need to expand to include partners such as NextDecade Liquefied Natural Gas (LNG), SpaceX, SATA, CarlingTechnologies, United Launch Alliance, Port of Brownsville, and Amfels that will all be important partners in this industry cluster. The district and campus will need to expand partnerships with more organizations who are able to assist students with earning certificates in soft skills, interview readiness, and in finding placement for student internships. Although much of the ECHS structure is in place, Porter ECHS needs the time and supports provided by this grant to establish a strong implementation plan to completely provide a program in Advanced Technologies and Manufacturing beginning in 2019-2020.

All existing partners will continue to be invited to CTE meetings so we may continue to utilize their valuable feedback. An invitation to become part of our advisory board will be extended to NextDecade (Liquefied Natural Gas) and others so work-based learning opportunities will be available for the students participating in our P-TECH/ICIA high school. BISD and TSC are firm believers in connecting with our business and industry stakeholders, so our students receive the best work-based educational opportunities.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031-901-002

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe how you will work with the Workforce Development Board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Brownsville Independent School District (BISD) Career and Technical Education Department (CTE) has a continuous working relationship with Workforce Solutions Cameron (WSC). Both organizations have entered into a Memorandum of Understanding (MOU) to meet local labor market demands. Workforce Solutions Cameron provides career exploration, leadership development, job readiness, occupational training and support to BISD students and staff. Topics for presentations and workshops will include but are not limited to job interviews, job matching, job referrals, and mobile work registration. These topics are covered in addition to the curriculum included in CTE courses. BISD staff receives an annual orientation on the different WSC programs available. BISD and WSC also meet periodically to review local labor market data, such as jobs in demand, unemployment rate, and skills needed by local industry.

BISD and WSC will continue to collaborate on an annual EXPLOFair for middle school students. This fair includes representatives from various private and government industries. Students also have the opportunity to visit the WFS mobile units and become exposed to the services offered by WSC. In addition, during the Fair, a motivational guest speaker presents to middle school students. Listed above are several examples of the successful working relationship that has developed over the years between BISD and WSC and continues to grow in strength and opportunities for BISD students and staff.

**Statutory Requirement 9:** Describe how you will ensure that P-TECH or ICIA students are entitled to the benefits of the Foundation School Program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students will be scheduled into appropriate academic and technical coursework. Students will be enrolled in high school foundational courses, work-based education/pathway course of studies, and/or dual enrollment/articulated courses in BISD as aligned with PEIMS/TSDS high school credit courses throughout all years of enrollment in the program.

Students will be enrolled in the appropriate pathway and will be placed in course sequences to support high school graduation requirements as per their personal graduation plan, which will also include an associate degree plan, licensure/certification, as well as work-based experiences. The students will be placed in courses that qualify under the Foundation School Program as a prerequisite for high school graduation. The district will conduct semester audits to ensure their continued enrollment in coursework which qualifies them for the benefits of the Foundation School Program.

The campus will adhere to requirements as outlined in the TEA Student Attendance Accounting Handbook for students enrolled in full day or half-day as well as the age requirements for attendance. The program will follow the Texas Education Data Standards for courses. All courses will meet description-coding standards.

Many of these students may need the full five or six years to ensure they are able to complete their high school graduation requirements, achieve an academic or technical associate degree, AND pass at least one certification/licensure in the supported pathway. While students will all begin in a freshman cohort, their personal graduation plan will be adjusted based on individual needs to allow for flexible scheduling to support graduation before the sixth anniversary of the entry into ninth grade.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 031-901-002

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe the team that will complete the implementation plan and how you will ensure the implementation plan is completed by the required due date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The BISD P-TECH/ICIA Leadership Team who will continue to work on the implementation plan will include:

Superintendent of Schools,  
 Assistant Superintendent for Curriculum and Instruction,  
 Assistant Superintendent for High Schools,  
 Administrator for Career and Technical Education,  
 Administrator for Guidance and Counseling,  
 Administrator for Advanced Academics (and/or ECHS and Dual Enrollment Coordinator),  
 Administrator for Assessment, Research and Evaluation,  
 Executive Director of Workforce Solutions Cameron,  
 Texas Southmost College Vice-President of Instruction,  
 Campus Principal and/or P-TECH Director, and  
 Business partner representatives

Meetings will continue to be scheduled monthly through the entire planning period with additional meetings scheduled as needed to ensure completion by the deadlines. The district has a significant history with grant implementation and has the capacity and expertise to ensure the plan is completed with the inclusion of campus administration (including the individual designated to initially work as the P-TECH/ICIA Director) and teachers. The team will also make use of the current ECHS Cabinet meetings and CTE Advisory groups as appropriate to bring in their expertise in the development of a strong implementation plan which will guide the campus implementation to early and sustained success in meeting all of the performance measures. The P-TECH/ICIA Leadership Team is keenly interested in working with the TEA technical assistance provider to design and prepare to implement a successful P-TECH/ICIA program and use the model to expand similar programs throughout the district.

**TEA Program Requirement 2:** Describe the committee structure that will be put into place to provide leadership, communication and decision making for the P-TECH or ICIA program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Leadership Design Team will meet monthly to continue developing and refining the plan for implementation. The decision-making for the implementation plan will be based on recommendations from the team to the Superintendent of Schools and finally to the BISD Board of Trustees and appropriate higher education and business partners. Memorandums of Understanding (MOUs) will be re-designed from the current Early College High School MOUs to include the additional requirements for P-TECH/ICIA.

Current agreements with business partners will be revised and approved by the BISD Board of Trustees to formalize the partnership services and supported activities. MOUs and agreements with partners will be reviewed annually and will be designed to cover multiple years of implementation. Regular communication will not only occur through the monthly Leadership Design Team meetings, but will also utilize the BISD website to post agendas, minutes and progress reports on the plan for implementation.

**For TEA Use Only**

Changes on this page have been confirmed with:

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By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 031-901-002

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe the structures and systems that will be put into place to strengthen both the academic and social/emotional skills necessary for high school and college readiness, as well as provide academic and social/emotional support for students to be successful in rigorous academic and work-based educational experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Social and emotional skills will be supported by academic counselors, the high school transitional counselor, Career Placement Officer (CPO), and the campus Dropout Prevention (At-Risk) Team as well as campus faculty and outside resources. The campus has integrated many college-going support strategies and academic supports throughout the campus over the past decade. The CPO guides students to choose an individualized career pathway and inform students about the available CTE programs of study. The CPO coordinates travel for students' competition and field trips to colleges and venues where students practice using learned social skills to interact successfully with people. The CPO helps foster relationships with various IHEs and community business partners and follows up with individual students as needed.

The campus Dropout Prevention Team includes campus administration, Attendance Liaisons, the At-Risk Counselor, a Dropout Prevention Specialist and a Probation Officer to help students address the myriad of at-risk factors many students encounter on a daily basis in our community. Another individual available to work with highly at-risk students is the Community in Schools representative (CIS), who responds to the needs of homeless, pregnant, poor and/or needy families for obtaining basic living requirements.

The district will continue to make available appropriate computer assisted instruction software, such as APEX (Texas Success Initiative assessment and academic supports) and SureScore (student six year graduation plans, student portfolios, AP/Dual courses credits earned, TSI assessment results, and interest/career searches). The campus has both academic counselors and a transitional counselor, who work to ensure students are staying on course for graduation not only from high school, but also to be successful in their college coursework while earning certification(s) or licensure(s).

**TEA Program Requirement 4:** Describe the methods and timeline that the campus will utilize to ensure that the campus becomes a Texas Success Initiative assessment site by 2019–2020. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BISD already established the campus as a Texas Success Initiative assessment site since the 2015-2016 school year to support the campus as a designated Early College High School. In addition, all BISD middle school campuses are also Texas Success Initiative assessment sites, so students may begin taking the TSI assessments before even entering high school and increase the number of college courses they may be able to complete during high school beginning in the ninth grade.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 031-901-002

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 031-901-002

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 031-901-002

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 031-901-002

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 031-901-002

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 031-901-002

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 031-901-002

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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